DOCUMENT RESUME

ED 085 347 SP 007 514

TITLE	[The Adams State College Experimental Professional Block in Secondary Education.]
INSTITUTION	Adams State Coll. of Colorado, Alamosa.
PUB DATE	Nov 73
NOTE	15p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Experimental Programs; *Field Experience Programs; *Individualized Instruction; Instructional Innovation; Instructional Materials; Instructional Technology; *Performance Based Teacher Education; *Preservice Education
IDENTIFIERS	Distinguished Achievement Awards Entry

ABSTRACT

The four major characteristics of the program are listed and described as follows: a) the Professional Block is field centered with "individualized learning packets" taking the place of campus-based education courses; b) the program is highly individualized, with the student, aided by his cooperating teacher, tailoring his program to the unique needs of his subject speciality; c) the program applies instructional technology in its systems approach to design, management, and evaluation and its use of audio and visual media including television; and d) the Professional Block is competency based. This document is divided into three sections: Introduction; Explanation and Analysis of the Program; and a Prospectus (which includes a description of each phase, a learning packet description schedule, and a list of required readings). (JA)

FILMED FROM BEST AVAILABLE COPY

ED 085347

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

DISTINGUISHED ACHIEVEMENT AWARDS PROJECT ENTRY

Adams State College

Alamosa, Colorado

November 16, 1973

SP 007 514

PART I

SUMMARY OF THE PROGRAM

The Adams State College Experimental Professional Block in Secondary Education is an individualized, competency-based, field centered pre-service program reflecting several important trends in teacher education. While the program seeks to answer the familiar criticisms that on-campus theory and methods courses are not relevant and that the field experience is too limited, it does not neglect basic cognitive learning in foundations areas. Briefly, the program may be summarized by discussing its four major characteristics.

First, the Professional Block is field centered. Students of teaching are placed in public schools in September and work with cooperating teachers all year. Campus-based education courses are abandoned and a series of "individualized learning packets" are used to present background theory in principles of teaching and to facilitate immediate application to the real teaching setting.

A second characteristic is the highly individualized nature of the program. A partnership among students of teaching, cooperating teachers, and college staff is formed. The student tailors his program to the unique needs of his subject speciality with the assistance of

the cooperating teacher who monitors objective achievement and performance. The learning packets are developed locally and reflect involvement of students, cooperating teachers, and college staff.

A third characteristic is the application of instructional technology. The systems approach to design, management, and evaluation is extensively employed. Heavy use is made of audio and visual media including television.

The final important feature of the Professional Block in Secondary Education is that it is competency-based. Each student of teaching is required to give behavioral evidence of both cognitive learning and performance competence in the schools. Essential competencies have been identified and must be satisfactorily demonstrated. If a student fails in a performance, he must re-cycle until his performance is satisfactory.

PART II

EXPLANATION AND ANALYSIS OF THE PROGRAM

The Experimental Professional Block in Secondary Education at Adams State College of Alamosa, Colorado, is in its second year of operation. It is a field-oriented, individualized, competency-based program which incorporates the most modern concepts of instructional technology in its design and delivery systems.

The Program Goals for Students of Teaching are:

A. To experience a public school district as it operates in its community setting, to understand its applied philosophy, budgeting, personnel roles, priorities, difficulties, pressures, legal setting, constraints, achievements and public relations.

B. To experience the instruction and evaluation of pupils in a responsible, informed and competent manner.

C. To assess his/her own potential, intellectually and emotionally, for becoming a public school teacher.

Program Goals for the Profession and the Schools:

D. To supply the profession with entering personnel whose potential for success will be greater than might have been the case under traditional programs of pre-service preparation.

E. To assist the cooperating school and staff in maximizing educational opportunities for secondary students.

The program was developed during the spring and summer of 1972 in response to trends expressed in the professional literature, concern on the part of secondary education professors, responses from undergraduate students and survey indications from the professionals in the public schools. Several ASC professors participated in various workshops sponsored by the U.S. Office of Education's Teacher Corps, which stressed the Teacher Corps' influence upon regular teacher education programs. Many elements of the Teacher Corps models of competency-based or performance-based teacher education have been built into this program.

Literature appearing in 1971-72 revealed that most competency-based programs at that time were operating in elementary education. The challenge for ASC's Teacher Education staff was to develop a model program which could prepare secondary teachers. The problems encountered in this effort were considerable, owing to the constraints imposed by required major and minor course sequences in students' fields of specialization. Further complications appeared in the form of scholarships related to athletic, dramatic, or musical groups which demanded that seniors' talents in those areas be utilized in their final year.

The program which emerged permits a secondary student to register for approximately one-third of his load in non-education classes each quarter to meet their divisions'

requirements toward graduation. The remaining two-thirds of his registration is devoted to the secondary education block. Participation in a performing group activity is also permitted.

Involvement in public schools is staged so that responsibilities of the student are gradually increased over the year. In the fall quarter, students spend about two hours per day as aides and assistant instructors assigned to teachers in public school subjects related to the students' major field of specialization. During the winter and spring quarters, the time commitment increases to three and finally five hours per day, and personal responsibilities include planning, implementing and evaluating instruction. Students work directly with schools and pupils fifty percent more time than a conventional one-quarter student teacher.

The content and experiences of campus education classes plus many new competencies heretofore unattempted were revised drastically and incorporated into Individualized Learning Packets. The packets are topically organized, and include knowledge, performance and consequence objectives; the latter two types requiring field-based demonstration and evaluation to be met successfully. In addition to a basic reference collection of books which the student must purchase, the packets incorporate a wide variety of non-book materials which are available

in multiple copies in either the Media Center of the Division of Teacher Education or the Learning Resources Center of the college. Some non-book materials such as audio and video tapes have been produced locally, and others have been purchased from commercial sources.

Packets used in the first year of the program were written by the co-coordinators of the block program, and critiqued by students and cooperating teachers. Resulting revision involved reproduction in more legible format, relating behavioral objectives more closely to activities, and the elimination of nonproduction requirements. For the current year, some totally new packets were written to deal with important competencies identified by practioners, but omitted in the program's first year. One interesting innovation is the "Individual Quest" packet. This allows a student to design, implement, and evaluate an experience of his choice and interest. Some of these "Quests" have dealt with teaching in disadvantaged rural areas, teaching in the inner city, and designing and implementing open classroom models.

Although a sequence of packet completion has been suggested, the students' responsibilities in the school determines the sequence of packets completed. Students particularly concerned about discipline, for example, have worked in that packet almost from the first day. Further, the packets contain numerous options which permit a student,

in conference with the cooperating teacher and ASC coordinator, to modify the activities to fit the field situation. In this connection, cooperating teachers are furnished a complete set of packets so th[illegible]ey may "work through them" with the student suggesting resources, activities and modifications which apply to their particular teaching field.

An independent audit conducted by two persons not connected with the program; one an area elementary principal and the other an Assistant Director of ASC's Teacher Corps program was conducted in late spring, 1973. The audit revealed generally strong support for the block program, with criticism centering upon scheduling, resource availability, packet activities and certain personal attributes of students, teachers and the like. Based on the audit and other internal evaluations, the packets, resource availability, scheduling and other features have been revised for the current year.

Because the secondary block program is viewed as an experimental option for certification, the Adams State College Division of Teacher Education continues to offer a traditional program of campus education classes and one quarter's student teaching. The enrollment in the traditional program exceeds that in the experimental options partly because of constraints imposed by divisional course sequences and activities, partly because

of broader geographic options for traditional student teaching, and because of the extensive advance program planning required by the experimental program. Our experiences with this innovation have, however, led to another format for experimentation. This will be a two-quarter intensive block which permits no course work in anything other than the block. This program will be inaugurated winter and spring quarters of 1974, and will be based in a community fifteen miles from the campus. Students will commute in car pools each day, and will spend half days in the public school classrooms during winter quarter and full days during the spring quarter. Time away from the field setting will be devoted to packet work, which of necessity, will be more intensive than in the three-quarter program previously described. The two-quarter format may be the most viable approach to certification, because it frees students from traditional campus classes entirely, and could be operated by resident college staff in the high density population areas of Colorado. Feasibility will be determined by audit results and other evaluations as well as staffing limitations of the Division of Teacher Education.

The development, implementation and coordination of these experimental programs has been accomplished entirely out of existing budgets and staffing formulae. No grant of any kind was received to permit additional

staff or secretarial support, and the two ASC coordinators have developed original materials, negotiated placements, scheduled weekly individual conferences, visited in classrooms and held seminars with small groups of students. Because the traditional certification program has been maintained alongside the two experimental formats, hundreds of additional hours were devoted throughout the summer months of both 1972 and 1973 in order to generate sufficient materials for the program. By the end of the current academic year, over thirty students will have participated in this unique adventure in preparing to teach America's secondary school pupils.

The Division of Teacher Education at Adams State College, because of its experience with this experimental program, has been led to examine other of its programs in a continuing effort to improve teacher education.

THE ADAMS STATE COLLEGE EXPERIMENTAL

PROFESSIONAL BLOCK IN SECONDARY EDUCATION

PROSPECTUS

The Adams State College Secondary Education Professional Block is designed to provide the pre-service teacher with realistic experience in a public school classroom while concurrently completing assignments in the principles and practices of secondary teaching. Rather than through traditional education courses, the theory and background is provided by Adams State College Individualized Learning Packets. There are 22 required Learning Packets students must complete. These are:

1. Program Registration and Scheduling
2. Orientation to School Policies and Procedures
3. Teaching as a Career
4. Observation of Classroom Instruction
5. Competency-Based Teacher Education
6. Foundations of Philosophy of Education
7. School District Organization and Operation
8. Writing Performance Objectives
9. Unit Development and Instructional Techniques
10. Introduction to Educational Measurements
11. Standardized Tests and Elementary Statistics
12. Teacher-made Tests, Marking and Grading
13. Daily Lesson Planning
14. Instructional Media
15. Classroom Discipline
16. Humanistic Interaction
17. North-Central Accreditation and
18. Introduction to School Law
19. Introduction to School Finance
20. Accountability in Education
21. Certification, Credentials, Job Placement
22. Individual Interest Quest

Most of the Learning Packets have field-centered assignments and so must be completed concurrently with the school experience. Accordingly, the field experience in the public schools has been divided into five phases. The length of each phase will vary depending upon the students' progress. A description of each phase and suggested Learning Packet completion schedule follow:

Phase I. Orientation:

Students of teaching meet their cooperating teachers, schedule their time in the schools, and become acquainted with school policies and procedures.

Packets:
1. Program Registration and Scheduling
2. Orientation to School Policies and Procedures

Phase II. Observation:

Students carefully observe the routine of the classroom and the school, learn pupils names, and note how the teacher establishes management patterns for the classroom.

Packets:
4. Classroom Observation
5. Competency-Based Teacher Education
7. School District Organization and Operation

Phase III. Teacher's Aide:

Students actively assist the cooperating teacher by marking papers, taking attendance, operating the A.V. equipment, putting up bulletin boards, and other tasks as assigned by the teacher.

Packets:
3. Teaching as a Career
6. Foundations of Philosophy of Education
14. Instructional Media
15. Classroom Discipline

Phase IV. Beginning Teaching:

Students work with small groups, begin to plan large group instruction, and present part to full period lessons under careful direction and guidance of the co-operating teacher. Team-teaching with the cooperating teacher will begin to develop.

Packets:
8. Writing Performance Objectives
9. Unit Development and Instructional Techniques
10. Introduction to Educational Measurements
11. Standardized Tests and Elementary Statistics
12. Teacher-made Tests, Marking, Grading

Phase V. Continued Teaching:

Students of teaching continue to be a part of the team while assuming increased responsibility for planning and implementing instruction. As the competency of the trainee develops, he may be encouraged to try different strategies and methods and to enhance his skills related to special needs of students.

Packets:
13. Daily Lesson Plans
16. Humanistic Interaction
17. North-Central Accreditation and Requirements
18. Introduction to School Law
19. Introduction to School Finances
20. Accountability in Education
21. Certification, Credentials, Job Placement
22. Individual Interest Quest

Of course, the packets which have to do with teaching skills and classroom management are implemented throughout the continued teaching phase, although they were begun earlier.

TO THE STUDENT OF TEACHING:

Except for audio-visual materials used in the media laboratory, all required materials for the block program are available in the Bookstore. Trainees will be expected to purchase these materials at the beginning of the quarter. The required books for the secondary block are:

1. Adams State College, Student Teaching Handbook, A.S.C., 1972.
2. Glasser, William, Schools Without Failure.
3. Gronlund, Norman, Measurement and Evaluation In Teaching.
4. Gronlund, Norman, Stating Behavioral Objectives.
5. Johnson, David, Reaching Out.
6. Johnson, Collins, et al., Introduction to Foundations of Education.
7. Postman, Neil; Weingartner, Teaching As a Subversive Activity.
8. Ryan, Kevin, Kaleidoscope: Readings in Education.

No other material purchases will be required during the block experience. Students will be asked to schedule one individual conference period each week with the college supervisor and attend regular seminars.

Students must realize that they are looked upon as part of the professional staff in the school to which they are assigned. This implies that they must conform to the standards of dress, grooming, attendance, and punctuality expected of the regular teachers. Punctuality and attendance are sensitive areas. Schools are especially critical of students who look upon these assignments as "just another college class" where inconsistent attendance and punctuality are tolerated. The secondary block program is a professional program leading to certification as a secondary teacher and your performance in the block is carefully measured by those professionals whom you wish to join.

TO THE COOPERATING TEACHER:

This program implies greater cooperation between the practicing professional and the college than ever before. It gives the cooperating teacher more decision-making responsibility regarding pre-service teacher education than the traditional program. You may guide a student of teaching through it as his needs and progress indicate. Some may need a longer period of observation and teacher aide experience, while others will be ready to assume actual teaching responsibilities much sooner. One important consideration must be kept in mind, however. Most cooperating teachers are used to working with student teachers who have had considerable background prior to their assignment. In the case of these students, this is not so. These students have not had a theoretical background in education, but are acquiring one concurrently with this field experience. This means they must not be pushed too fast at first.

All of this leads to a related point. The students are not "just student teaching." They have heavy assignments to complete in the theory and backgrouund of teaching through their learning packets and will be studying hard in addition to the time they spend in your classroom. These considerations must be kept in mind as they are directed through their field experience. We sincerely hope that a "team teaching" relationship will develop in your classroom and that the additional assistance of a pre-service trainee will truly enhance the educational opportunities available to your students.

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

Name of Program Submitted: The Adams State College Experimental Professional Block in Secondary Education

Institution: Adams State College of Colorado, Alamosa, Colorado

President: Dr. John A. Marvel

Campus Public Information Officer: Mr. Robert Showalter

Faculty Member Responsible for Program: Dr. Glenn M. Burnham; Dr. Everett E. Estes

Title of the Faculty Member: Associate Professors

Signature: Glenn M. Burnham
Everett E Estes

Title: Associate Professor Date: November 16, 1973

ABSTRACT

Accepting the challenge to do a better job of preparing teachers for our nation's schools, the Division of Teacher Education at Adams State College instituted in the fall of 1972 its Experimental Professional Block in Secondary Education. The program put pre-service teachers in secondary public school classrooms to work alongside master teachers for an entire year. The program, designed and directed by Dr. Glenn Burnham and Dr. Everett Estes and with the cooperation of the Alamosa, Colorado public schools differs quite drastically from the traditional preparation of secondary teachers. Education courses have been eliminated and theoretical principles of teaching are integrated into the expanded field experience. At the same time, students may advance their major or minor studies on campus thus achieving further integration of subject matter with teaching method. External and internal audits carried out in the spring of 1973 showed strong acceptance of the program by the students and the public schools. The initial success pointed the way for a revised and expanded version begun in the fall of 1973.